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ABSTRACT

This document records the oral and written testimony given by witnesses at a Congressional hearing conducted to look at Oregon's efforts in school-business partnerships and school-to-work transition programs. Witnesses included representatives of federal and state agencies, private industries participating in the programs, and schools participating in the programs. Witnesses testified about the programs and how they operate. They cited successes and pointed to their efforts in Oregon as models for the rest of the United States to follow. (KC)

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ED 372 259

SCHOOL TO WORK PROGRAMS: AN OPPORTUNITY FOR OREGON TO LEAD AGAIN

HEARING

BEFORE THE

SUBCOMMITTEE ON REGULATION, BUSINESS OPPORTUNITIES, AND TECHNOLOGY

OF THE

COMMITTEE ON SMALL BUSINESS HOUSE OF REPRESENTATIVES

ONE HUNDRED THIRD CONGRESS

SECOND SESSION

PORTLAND, OR, APRIL 7, 1994

Printed for the use of the Committee on Small Business

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SCHOOL TO WORK PROGRAMS: AN OPPORTUNITY FOR OREGON TO LEAD AGAIN

THURSDAY, APRIL 7, 1994

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON REGULATION, BUSINESS
OPPORTUNITIES, AND TECHNOLOGY,
COMMITTEE ON SMALL BUSINESS,
Washington, DC.

The subcommittee met, pursuant to notice, at 9:30 a.m. in the Council Chambers, Portland City Hall, 1220 Southwest Fifth Avenue, Portland, Oregon, the Honorable Ron Wyden, (Chairman of the subcommittee), presiding.

Chairman WYDEN. [in progress]—by the panel. We want to welcome them a little more formally here in a moment.

Let me begin our subcommittee's hearing by saying that in my view, if you ask the people of this State what they would want our schools to do for their children, almost always they would say that they want the schools to prepare our young people for a good job.

If you ask the employers what's most critical to the success of their businesses, they'd say that they want highly skilled employees. So, it is pretty obvious that making sure that kids are learning skills that businesses need is a challenge of enormous importance for our country.

Now this morning the Small Business Subcommittee on Regulation and Business Opportunities is going to examine what may be the biggest issue facing small businesses as we look toward the next century. Availability of an educated, highly skilled, motivated work force is ultimately going to say much about whether our companies fail or succeed.

Today what we intend to do in our subcommittee hearing is to examine Oregon's pioneering response to the challenge of making sure that our young people can get from school to work, and we want to look at how the Federal Government can help spur that along. This spring the Congress is expected to take action on the proposed School To Work Opportunities Act. This legislation would authorize $300 million in the first year, and programs like many of those that are operating in our State, if they could secure funds under this new legislation, would be in a position to significantly increase the number of young people who are able to participate in our State in school to work programs.

Now the funds that are going to be made available under this legislation would be awarded on a competitive basis. The funds would be made available through grants to the Federal Departments of Education and Labor, and given the leadership that we

have seen in our State, we hope to be able to make that case that Oregon ought to receive additional Federal support for these important programs.

Therefore, we have asked the Department of Education and Labor — Federal Department of Education and Labor — to come today and testify, to hear firsthand how Oregon's Programs are working, and to give us their assessment of our efforts. My view is an investment in school to work programs dollar for dollar will pay about as great a dividend as any investment we can make. We know that our economy is in a state of transition. We need to train our young people for the family wage jobs for the future.

Now schools have always faced dramatic challenges in terms of getting students ready for the workplace, but it seems to me that those challenges have been increased over the last couple of years and that there are two factors that are responsible in particular for many of those changes. One of them is the technological revolution. Workers must be able to operate computers and computerized equipment to perform tasks which their parents would have performed manually.

The family wage jobs of the future, certainly many of them are going to be in such fields as telecommunications, high tech, environmental sciences and health care. Increased global competition has also increased the need for a well-educated and strategically educated work force. We know that a business, for example, in Gresham or another part of our State isn't competing against businesses in Oregon, or maybe even just businesses on the West Coast, but they're competing against businesses that are Toronto and Bonn and Tokyo. So, we've got to make sure that our students are ready and in a position to hit the ground running. To compete and win in a global high tech marketplace it is essential that our schools function as incubators of the country's future worker force.

Now in the past, schools, or certainly many of them, have focused on those students who are college-bound and concentrated on subjects which make the transition to higher education more easy. We realize now that this vision is simply too narrow. Many of our young people do not finish a 4 year college program, and many family wage jobs requiring more specialized education and part of the entrance requirements may not need to have a traditional university degree.

So we have to do a better job of preparing all of our young people for the workplace. My view is that Oregon has moved out front, is trailblazing again, as we have in health care and welfare reform with our State schools for the 21st century legislation.

School districts under this legislation are taking it upon themselves to get students out of the classroom and into the workplace. As we're going to hear today, a number of Oregon businesses have stepped forward to help make school to work programs a success. This is obviously a logical partnership, one that we want to nurture into the next century. After all, who is in a better position to anticipate the education and skill needs of the businesses than businesses themselves?

The Departments of Education and Labor ought to see the strong involvement of our business community as a very attractive aspect of our Oregon school to work programs. Our businesses, many of

them have made a substantial commitment of time and resources to stretch the Federal funding that Oregon now receives.

This morning our subcommittee is going to hear from State and local school administrators about programs in Oregon that are already up and running, providing students with the experience and tools they need to compete in today's rapidly changing workplace. We also are going to hear firsthand from teachers, students and business people about two very successful programs, the Roosevelt Renaissance 2000 Program and the Cellular One business partnership. Both of these programs are nationally recognized for their innovative approaches to learning.

Finally, we're going to hear from the representatives of the Federal Departments of Education and Labor, and most specifically we want to hear how these two Federal agencies plan to support the kind of innovative work that's being done on the front lines by our witnesses.

So I want to tell our witnesses I very much appreciate their help. I particularly want to convey my appreciation to Jack Bierwirth for suggesting a place for this hearing, and a very wise one, in my view indeed, and welcome you all.

On our first panel Mr. Bierwirth, the superintendent of Portland public schools, Mr. Palermini, superintendent of David Douglas schools, Bill Schellenberg from the North Clackamas school district, Mr. Braly of the Department of Education in the State of Oregon, and I'd like to add that Superintendent Paulus has been very supportive of this work as well. Mr. Jim Harper of the Work Force Quality Impact Council. We welcome all of you.

It is the practice of our subcommittee to swear all of the witnesses who come before us. Do you any of you have any objection to being sworn?

[Witnesses sworn.]

Chairman WYDEN. Gentlemen, we welcome all of you. It is an extremely important subject. I think what we'd like is we'll make your prepared statements a part of the hearing record in their entirety. If you could take maybe 5 minutes or so to just kind of highlight your principal concerns.

TESTIMONY OF JACK BIERWIRTH, SUPERINTENDENT, PORTLAND PUBLIC SCHOOLS

Mr. BIERWIRTH. We and most of the other school districts are in the midst of our budget hearings and I'm glad to be talking about something other than budget. One of the things that we adults forget is that a year is a long time for kids. We have a reform agenda in the State, and to some degree in this country, which needs to move forward and move forward fast because children like mine and the other 57,000 who are in the Portland schools and the other 500,000 in Oregon, their education is going by and they are going to be stepping out into a world which is far more competitive than today's world, and certainly far more competitive than the world that I stepped out into when I graduated from college.

I want my kids and I want all the other kids in the Portland public schools and in Oregon to be as well prepared as they can.

I want to refer to a couple of points that I made in my prepared remarks. I read an article in an issue of this month's Economist

magazine, which put some facts and figures behind a discussion which has gone on in the United States for a couple of years of high skills-high wages versus low skills-low wages. That article indicated that the real ramifications of that over the past decade have been more substantial than most people realize, that in most of the developing world there has been a divergence in the quality of life and standard of living between those who have skills and those who don't, and there's been a growth in jobs for those who have skills.

That doesn't mean college. That means skills, proficiencies, knowledge. That can be somebody who's a technician, who can repair a Xerox machine or a computer, or it can be someone who's a neurosurgeon. But those who have skills have done in general far better than those who have not, and that there's been a divergence in income. The article indicated that there will in fact, be an acceleration of that trend if everything that's in place continues to move forward as it has this past decade.

I came to this State and this city because I thought that there was a greater chance of educational reform here than any place else in the United States, that we were more serious and had a better chance of really putting in place something that would put our city, our State on the right direction, so that our young people could be competitive in the 21st century with any place in the world.

One of the key aspects of that is the school to work transition. Historically children who have been in vocational and technical fields in this country have received training on outdated equipment from inadequately trained teachers divorced from the real world. They have, furthermore, taken academic courses that have not been as other areas. We have in this State developed a series of practical steps which have been pioneered in some schools in Portland, in some of the other schools that are represented here. It's happening throughout the State. It's affecting so far a relatively small number of students.

But we are setting for ourselves a task that is truly worthy. We need to have those students come out and be academically prepared as well as many college students are today and experienced in what's going on in the world of work and having received the kind of appropriate first class vocational and technical training.

There is a lot at stake. We don't expect large numbers of dollars from the Federal Government, but if the Federal Government is not willing to step up and say that this is a priority, by passing some legislation, by putting the power of the Federal Government behind this issue, it is going to be very difficult for those of us working in individual States and in individual school districts to persuade our parents, our businesses that we need to take fairly radical steps in changing the face of public education.

I'm proud to be part of—I was going to say an experiment, but this is not an experiment. We know what needs to be done, so it is not an experiment in that sense. It is an experiment, however, in the sense that it is fairly radically different from what education has looked like across the country for most of the last 4 years. We need to get on with it, and we sure as heck need the support of the Federal Government behind it.

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I thank you for holding this and calling attention to what we've got to do as a partnership.

Chairman WYDEN. Thank you. Well said, and we'll have some questions in just a moment.

Let's go to Mr. Palermini. Welcome.

TESTIMONY OF TONY PALERMINI, SUPERINTENDENT, DAVID DOUGLAS SCHOOLS

Mr. PALERMINI. Well, thank you very much for this opportunity. [Gap in tape.]

TESTIMONY OF BILL SCHELLENBERG, SUPERINTENDENT, NORTH CLACKAMAS SCHOOL DISTRICT

Mr. SCHELLENBERG. [in progress] We did very well. I also took a trip on behalf of the State Department last fall to visit the schools in Germany and Austria. A couple of things that were very important that they stress. Education is an investment and students are a natural resource. I'm not suggesting that we want to replicate their programs, but I do want to suggest that we can learn a lot of things because their school to work transition is a very good model, and business is a very key partner in terms of their educational program.

We are working right now with about 400 businesses in North Clackamas school district. We recently had an educational summit. About 125 people showed up at this summit and 75 percent of the people who showed up said that they were willing to work in some form or another to help the students do a better job in terms of their experience with the schools and education in Clackamas school district.

We have a center that's called the Sabin Skill Center. It's made up of about 1,500 students. These students participate in a variety of programs. The government would help us in a variety of ways. One is that I think we need some transitional support. As we redirect our funds, we need some additional support, to make sure that we get the job program completed, as well as the business mentorship, the internship, the apprenticeship programs, so that we have people who would be available to make that happen and to do it right.

I don't think we have many opportunities for the business community if we go out there and send kids up there that are ill-prepared. We've got to do it right, make sure that the environment and business community is also something that will help the education of kids.

In addition, we have two programs that I think are very important. One is a character education program. That is K12 in our school district. In that we have 30 characteristics that we stress, and number one is work ethic, respect, responsibility, integrity and honesty. That has had a tremendous support of the business community to make sure that our kids when they leave our school district have those kind of qualities that are exemplified in their lives.

The second thing is that several years ago we developed what I call a warranty program for basic skills. We guarantee that the students who leave our school district have the skills to compete in a business in the world. I think we need to take the next step,

to say that our kids will be prepared in the jobs that the business, the world would like to have us be prepared for.

I think we can do it, and I think in my judgment, if we're going to do it and do it right because of the scramble for dollars that you've heard, we've got to have some support in the interim, in the transitional time, and we would appreciate that.

Chairman WYDEN. Mr. Braly.

TESTIMONY OF BILL BRALY, DEPARTMENT OF EDUCATION, STATE OF OREGON

Mr. BRALY. Good morning, Representative Wyden. On behalf of the superintendent, just quickly, our infrastructure, our system is predicated on several pieces of legislation that were passed primarily in the '91 session of the Oregon legislature, which I think positioned us strategically to move forward.

[Gap in tape.]

Chairman WYDEN. [in progress] First, what in each of your districts does the school district put in dollars in the school to work programs? Why don't we start with you, Mr. Bierwirth.

Mr. BIERWIRTH. It's hard because we used to have a nice straightforward division between a general track and a vocational track. I mean, a general track, a college-bound track, and a vocational track. That isn't there any more. I mean, what's vocational and what's not? That's really as it should be.

The message that the business world is telling us is that if you divide skills up into that sort of narrow frame of reference, you're going to miss the boat. I spent a day out of Acker, and the skills that are expected of their workers are extremely high in terms of math, science and other areas. So, to divide that into a school-work transition.

The other thing is, you'll hear later in this testimony about the grant, Institute for Science and Math. That is full of students, and in an earlier generation that might have been considered a school to work transition program. Now those experiences are there for all kids. I hope that when Congress starts wrestling with this, they understand that the world is changing very fast and that you can't divide it nicely into school to work for vocational kids and some other kind of experience for other kinds of kids.

There isn't a simple answer that says this part of the budget is outdated for school-to-work transition. This part of the budget is outdated for vocational.

Chairman WYDEN. How does Congress then define what programs to give money to? It seems to me you make a very good argument. It makes a lot of sense. At the same time, if Congress is going to enact legislation, Congress is going to have to define some programs that it supports.

In terms of $300 million, how should Congress define what it supports?

Mr. BIERWIRTH. One of the things that we expect, and I'll go back to Bill's testimony. One of the things that we expect in this State is that all kids are going to have, as part of their high school education, some real life—what would have been called real life experiences, that there is a school to work transition process for everybody.

For some people who will be as dropouts. For some people who will be as a result of a piece of paper that would have been the end of high school. For others it will be at the end of 2 years or 4 years or 6 years or whatever else. That's a long and complicated school to work transition. It is not going to be as simple as it used to be.

I think we also have to push the envelope out in terms of defining what we mean by graduation. Jim's comments about K to life. The relevance of a high school diploma or a college diploma to success in life is not all that great any more. What counts is proficiencies, and those may be defined in different ways. What do you know and what can you do? And if you can do that and you don't have a piece of paper, you're better off than having a piece of paper and not being able to do anything.

Chairman WYDEN. Mr. Palermini——

[Gap in tape.]

[continuing]. to the amount of money being spent on what you might call the pure school to work transition, but I told you that we were relying on the Oregon Business Council, we would receive some grants from the State Department of Education.

It is hard to define precisely how much we are——

[Gap in tape.]

Chairman WYDEN. If the Federal Government could fund two areas in school to work, what would those be? What would be the one or two things that would be most helpful out of this legislation? I'd like to hear from each one of you. I mean, I think Tony Palermini mentioned the matter of a liaison to the business community. That might be one of the two. But give me two specific areas that the Federal Government——

Mr. SCHELLENBERG. I'm not certain what it might be. It might be some kind of a cash transaction. It may be some tax credits, something along that line that would say to a CEO or president or——

[Gap in tape—sound track out.]

Chairman WYDEN. It is the practice of this Congressional subcommittee to swear all witnesses. Would any of you have any objection to being sworn?

[Witnesses sworn.]

Chairman WYDEN. We've got all the nice things that you've written out as part of the record. If you can just summarize some of your principal concerns that would be helpful, and why don't we begin with you, Mr. McAllister. Welcome. We appreciate your testimony.

TESTIMONY OF WILLIAM McALLISTER, CEO, CELLULAR ONE

Mr. MCALLISTER. Thank you, Representative Wyden. Thank you for having us here, and welcome to all the other members of the panel. It's our pleasure to be here today at the invitation of the Portland public schools.

I do have some written testimony that I'm going to read off of. Would you like a copy of this or——

Chairman WYDEN. If I could impose on each of you, we are going to make written statements a part of the record. If you would just talk to us for a few minutes and summarize your concerns. I know

it's almost biological, kind of in the chromosomes the desire to read. If you could just talk to us, that would be great.

Mr. MCALLISTER. All right. I will just look to it to refer to it and move through it fast.

Chairman WYDEN. Go right ahead.

Mr. MCALLISTER. All right. The Cellular One academy is a project that we are doing in conjunction with Grant High School, and it has been running continuously since 1991, so we are now completing our third academic year. It is a 4-year four-tiered program, however. It offers a different class at each level, 9th, 10th, 11th, and 12th.

The intent of the academy is to introduce students to how our industry works, the cellular industry works, how the Cellular One company works, and give them a sense of some of the technical and non-technical skills that are necessary in this business.

It begins with Cellular 101, which is a 9-week class for ninth graders. It's held four times a year, and this is where the students get a brief introduction to telecommunications in general, and then spend the bulk of their class time—it's an in-class curriculum, and they learn that—they actually startup a cellular business.

We have employees of our company who work for that class and it's great fun for everybody. The students get a chance to start a cellular business. Some of them are the general manager and some of them are the director of public affairs and some of them are the chief engineer, and they really gain an appreciation for what's involved in starting a business as well as learning about this business in the process.

They come up with some great ideas on things that we could, maybe should have done. So, I think we as a company also gain from hearing some of their startup ideas as they then make their final presentations at the end of the 9 weeks.

The second year, which is their 10th grade, is Cellular 102. It's an after-school course. It's conducted at the Cellular One center, our office in Portland, and it's co-taught by a grant instructor and three of six Cellular One employees. In fact, I think Julia is going to talk about Cellular 102 later. Instructor Dennis Holmes is going to talk about Cellular 101. The intent of Cellular 102, like 101, is to give them some sort of a technical grounding of telecommunications and the cellular business.

When they move in their junior year into Cellular 103, we're now in our first one of those because it's a growing program. When they're moving into their junior year, which Kenny is going to talk about, that's where we begin to give them more of an orientation. Each student has a coach and they're working with the students to expose them to the different positions within our company so that they can begin to learn what a company has in it, what a cellular company has in it.

At the very least our hope, I guess, is that the students are going to walk away less intimidated by business, have a better understanding of business and feel more comfortable around business people. That is certainly one of our chief hopes.

The Cellular 104, which will be the culminating class in the four, their senior year, we've not begun yet. We will begin this coming fall. It is intended, then, to take those students coming out of Cel-

lular 103 who say, OK, I've seen this broad range of disciplines. I'm really interested in this one. So, working with a coach, they'll start gaining some more direct experience in that particular category. It might be customer service, it might be engineering, it might be whatever they happen to be interested in. So, we're looking forward to how that plays out next year.

From both the perspective of the company and the school, we try and identify and encourage students who show an interest or inclination in our industry so that we give them opportunity. The culmination of this whole thing will be that the academy will provide scholarships for students coming out of their senior year, college scholarships to move on, further their education at a 4 year institution toward some advanced technical training.

The whole point here is, what we're trying to do is help realize the concept that I know Superintendent Bierwirth has, the idea of a school without walls. That's what we're trying to encourage and support through the use of our company's resources. The payoff, though, isn't just long-term. There are some short-term benefits, and I guess from our standpoint we view ourselves as a leader in this community, and as part of our responsibility to be a leader in the community we've got to take a leadership. We've got to do more than just talk about it. We've actually got to do it.

We have a very committed employee base that has worked very closely with the Portland public schools over the years and we think we've developed a good product, particularly the cooperation we've received at Grant High School. We also, a second thing from our perspective is that our business, our product is still viewed a little bit as something people don't understand. It's like a VCR, so by demystifying it with the kids, these kids will become adults and they have parents and we just expect that the whole issue of cellular—the fact that it doesn't have a wire connecting it to the wall, it's still a telephone. These kids understand how it works, why it works, and the mystery is taken out of it.

The third, I guess agenda item for us would be that we've got a lot of very talented employees who are gaining by having an experience like this. By being able to teach students, they learn more about their own area. It gives them a chance to be on their feet in front of students, representing this company. We just feel that they gain as a result of that and therefore our company gains.

We recognize that Cellular One academy isn't the solution to this whole thing. We feel, though, that something like this through businesses, getting active in this in our community and in communities around the State, it's got to make a big difference. It's got to move the process forward. We just feel very committed to the notion that if you're going to talk the talk, you've got to be prepared to walk the talk. So, that's what we do toward making that happen.

That's the end of what I have to say.

Chairman WYDEN. Well said. As you know, this is an area of great interest to me. I'm on the Telecommunications Subcommittee and I've very pleased to hear about it. These students that have already made it to telecommunications 102 and 103 are ahead of me because I'm back in telecommunications 101. I'll have some questions for you in just a moment.

Ms. Hasan.

Ms. HASAN. Thank you. Actually I'm here more in a support role. As you generate questions that might be really specific to the program, I'll jump in.

Chairman WYDEN. Fine. Let's proceed, then, to Mr. Holmes. Welcome.

TESTIMONY OF DENNIS HOLMES, TEACHER, BUSINESS PARTNERSHIP PROJECT

Mr. HOLMES. Good morning. I'm Dennis Holmes and I'm teaching Cellular 101. This started about 3 years ago as a pilot project and has been growing more and more ever since then.

Chairman WYDEN. You actually teach the Cellular 101, the basic course?

Mr. HOLMES. I teach the basic course, introduce the kids to the cellular technology and introduce how a business is run. We started this about 3 years ago, originally had planned it to maybe a 3 to 4-week project. It's up to 6 to 7 weeks. It keeps snowballing. The kids just truly enjoy what's going on.

It is interesting that I can—we give the kids $6.5 million. They see that, their eyes light up and say, we have all this money to spend. It's a group, company of about eight students, a general manager, three engineers and a couple of marketing people. That group needs to design a company, advertising goals, engineering goals, marketing goals. The whole thing has to be designed around one core idea. Then this is presented to Cellular One employees, whoever we can get in to watch the presentation.

It is interesting to watch the students progress through this clinic. They start out real enthused. About the second day the general manager comes up pulling their hair out, wondering how in the world can they get all eight students to work together cooperatively and get this project finished, and where in the world can they get more money.

They soon realize the $6.5 million is just kind of a drop in the bucket when you have to buy a cell site for $600,000, they have to buy computers for a million or so, and I also charge them $2,000 a day for every late assignment, so they run into a few problems along the way.

What has this done to me as a teacher in my classroom situation? The classroom has totally changed. No longer am I the person standing up in front of the classroom with seats in a row and giving out this massive amount of wonderful information. I'm here to tell you that's extremely difficult. That was a hard change for me. I am a chemistry teacher and there are facts in chemistry we have to get out.

For me as an educator it was a big jump, but I have found out that the students learn an awful lot very quickly.

Chairman WYDEN. How exactly did you make the change? Given the fact that—here we've got a really important example of what's ahead for schools to work. Telecommunications is clearly one of the priority areas that I'm real interested in. You're a chemistry teacher and all of a sudden you're up there teaching communications basics.

How did you make the transformation?

Mr. HOLMES. The key thing is that I as a teacher am extremely confident. I have had many successes and I am willing to make a change.

Chairman WYDEN. Where did you go to get the information or have someone help you make the transformation? I could tell you're very dedicated. You're committed to your young people and to the firm, but you must have gone somewhere to get some background information. Were there other individuals who had done it and showed you? How did it happen?

Mr. HOLMES. Cellular One helped me out a lot by showing me the ins and outs, how a cellular company works and how the radios work and that kind of stuff. I also personally knew very little about radios when I started, so I looked around and the quickest place I could find out that I could pick up a lot of information is I became an amateur radio operator. I picked up a lot of information real fast.

Now I demonstrate radios other than cellular radios.

Chairman WYDEN. A little afield from your chemistry background, but useful nonetheless.

Mr. HOLMES. I pride myself that I'm a very curious person and I like to learn. I had to learn very, very fast.

This has also affected my chemistry teaching. Three Portland State professors and myself applied for a National Science Foundation grant and received one so that we can instruct for the next 3 years chemistry teachers and try to get them to bring some of these things into their classroom, try to get them to change. Trying to change chemistry teachers is difficult.

So a lot of this has just kind of snowballed.

Chairman WYDEN. Well, excellent testimony. That example you gave about how you tried to bring along another generation with the National Science Foundation grant is exactly what is the hope of all this, is to make modest investment, as companies in school districts are willing to do, have the Federal Government stir it along, in this case with the National Science Foundation. Excellent testimony.

Let's move now, if we could, to Ms. Kelly.

TESTIMONY OF JULIA KELLY, STUDENT, BUSINESS PARTNERSHIP PROJECT

Ms. KELLY. I'll just tell you a little bit about Cellular 102 and then my experiences with it. I did not take the freshman 101 course. I jumped into it not knowing anything about it. I attended a 2 week workshop in November and December and I chose marketing as my section in study for the next 2 weeks. There was customer care, engineering and marketing. I knew nothing about marketing and I had two executives, one who just told us the ins and outs of marketing and advertising.

The group and I created our own slogans and campaign, and 2 weeks ago I presented in front of a whole group of people. That was really exciting. You felt like you were really into it and you were trying to help them out, so that was a nice experience.

One of the benefits I found in it is that I learned that in my ISM courses and my math classes, we're learning communications skills, we're learning problem solving skills and cooperation skills. I don't

always have a lot of faith that what I learn in all my classes I can actually use in the job market in the real world. This program really showed me that what I am learning in school, and in math especially, can really benefit me. That was nice, to actually see and use those skills.

Another thing was that I was aware of all these different opportunities that I had in the job market that I never thought I would have. I was never interested in engineering whatsoever, or marketing, advertising or customer care. Now that I've been there and I've seen the whole operation then it opens up a whole new door to avenues that I can do with my life, so that was really important.

The executives of Cellular One were great. They worked with us so well. They treated us like adults. They gave us a lot of respect, a lot of leeway, and let us run their company for 2 weeks. That gave me a lot of confidence that, wow, I can actually do this. That was really nice to me. I made a lot of new friends and that was nice.

I just think that it can benefit a lot of people and I appreciate it. I hope to go on in my junior year and have my mentor and go through the whole program, the whole way.

That's about it.

Chairman WYDEN. But what you'd like to do is build on the experience you've already had.

Ms. KELLY. Yes. Go farther in marketing and advertising, learn a lot more about that. It was only 2 weeks and there's lots you can learn.

Chairman WYDEN. They gave you a chance to essentially take a presentation that you go from scratch and offer it to the company.

Ms. KELLY. Exactly. You felt like, wow, they might like our ideas and they might use them. So, 2 years down the road I could see a commercial and say, that was my idea, or I started that. Maybe I influenced that. It wasn't only me, it was my whole group, but still it is a nice feeling.

Chairman WYDEN. OK. Excellent testimony. Just excellent.

Let's go down to Mr. Carter. Welcome.

TESTIMONY OF KENNY CARTER, STUDENT, BUSINESS PARTNERSHIP PROJECT

Mr. CARTER. Good morning. I'm a junior at Grant High School. I'm going to talk about the Cellular Program 103——

Chairman WYDEN. If I could talk you into pushing that microphone a little bit closer to you.

Mr. CARTER. I'm going to talk about Cellular Program 103, my experiences and benefits from this program. Cellular 103 is where you receive a mentor from one of the people who work at Cellular One and they teach you sort of the in's and out's of what they do and then they show you what the people around them do.

My mentor has really—he's really influenced me because he shows me how I can excel in the world. He's really helped me in my high school work. I want to go to college. He's helping me apply to college. He's really helping me do what I want to do.

I like this program because they show you what the real business world is like, what you need to succeed. You go and you interview people at the Cellular One company and you hear about their back-

ground. I mean, they're not only talking to you about what they did and everything, but they tell you how their background was, what they did. They tell you the truth and they want to try to help you succeed.

My benefit from the program is that they've helped me. I planned to just go to high school to have fun, to get with my friends, but when I got in this program, it helped me set my sights on the future, what I want to do. I found myself interested in business and wanting to talk to people. I like to talk to my friends and everybody else, and this program helped me find out that marketing and communicating with people is where I want to be and what I want to do for the future.

This program helped me see what I want to do for the future and what I want to do as going to college and try to find a job. I'll hopefully find one at Cellular One, but as a marketer or someone who communicates with people to help people understand how to succeed better in life.

Chairman WYDEN. So this really changed your life, I guess.

Mr. CARTER. Yes, it did. I was just planning to go somewhere, just go to high school, and just pass, but this program really influenced me and helped me improve my grades and everything else.

Chairman WYDEN. Well said.

Ms. Acord.

TESTIMONY OF DONNA ACORD, STAR PLAN MANAGER, BUSINESS YOUTH EXCHANGE

Ms. ACORD. I'm speaking at the end of the Cellular One panel, but really I'll be referring to both of the panels. I'm the person referred to as the business partnerships manager for Portland public schools, so I have responsibility for initiating, being a catalyst to help develop programs like the one you've heard about.

Chairman WYDEN. I want to make sure I understand this. For all of the Portland public schools, you're the kind of point person for these programs?

Ms. ACORD. I am a primary point person. I can't say that I'm responsible for every business partnership.

Chairman WYDEN. I understand.

Ms. ACORD. For 4 years, I've been working to develop a variety and a range of partnerships for mentoring and tutoring to the very sophisticated programs that you're hearing about today.

This fall I was asked to help with Linda Symington, who's the cluster director for the grant, and I have to give a lot of credit for support in helping to develop programs in her cluster and playing a key role as administrator for this project.

Together we have been charged with looking at school to work opportunities, strategy for the school district. What we've done that is to look at these programs which we've had a hand in initiating and developing, as well as others, not only in Oregon but around the country, and drawing out what are the key elements of success and how can we replicate this, expand this throughout Portland.

As we've done that, we've gathered some key experts from these programs, and with our friends from Cellular One are going to be launching several new partnerships this spring similar to Cellular One and with some elements of Roosevelt Renaissance 2000.

Chairman WYDEN. These are other companies in the Portland metropolitan area, ones that we can't really name at this point. But they're basically ready-to-go partnerships like Cellular One.

Ms. ACORD. Yes. Cellular One has been very helpful in working with us to recruit the partners. I've been working within the school district with Linda Symington to recruit the schools, to prepare the schools are ready to embark on this kind of effort.

One of the things that I wanted to mention that didn't come up on this panel, you asked Dennis Holmes about how does a teacher make these kind of changes. One of the things we've built into this program at the beginning was to bring a very skilled curriculum development teacher. We have a lot of other skills, with coordinating programs and we have a variety of experience working in and out of business and with educators to go into Cellular One.

So we hired this person, Julie Howland, 3 years go, I guess it is now, and actually brought her back in subsequent summers to help develop curriculum.

That really speaks to a point that I wanted to make in my remarks about trying to replicate these kind of programs, the kind of support we need from our public and private partners. We need the project management coordination, and as everyone else has echoed, with the funding going in the direction that it is, people like administrators Linda Symington, Frederick Tannis, who isn't on this panel but is the director of the Institute of Science and Math at Grant High School has invested a lot of time in this project.

Each of the schools could name personnel who have put a lot of coordinating time into making these programs happen, as well as you have the example of Rene Leger and a couple of individuals he works with at Roosevelt who are just key people to work between the businesses and between the schools.

Curriculum development is the other key piece that I wanted to emphasize. Each of these partnerships, as did Cellular One, will start with hiring a teacher, the business hiring a teacher for this coming summer to develop curriculum and to work with a team of teachers and a principal back at the school to develop a business simulation, as was the case in this project.

Teachers need time to do that kind of development work, and it won't stop the end of the summer experience, when we actually pilot these processes, and Dennis' role, piloting the program and developing it back at the school site. He had an extra period of time a day for planning, that he wasn't teaching in a classroom, to be able to coordinate, facilitate, and develop this project.

Chairman WYDEN. A lot of teachers don't have an extra period, do they?

Ms. ACORD. No, they do not. So, when we're talking about the kinds of support that we could use help with, and we could give you lots of examples, many, many hours of what we call extended responsibility in the Roosevelt Renaissance Program. Most the grants that program has received go to teacher training, teacher development, time for teachers to write the curriculum. So, I want to emphasize that.

The kind of help we need is project management, coordination and facilitation, and curriculum development. We really see the

staff in the schools as a key leverage point. If we could get you to help us invest there, we could really leverage that, too.

Chairman WYDEN. You said some more schools are ready to launch programs in Portland. How many more are ready to go and when's that coming?

Ms. ACORD. We're targeting this spring and we're anticipating six to eight.

Chairman WYDEN. Six to eight new high school models?

Ms. ACORD. They won't necessarily all be in high school. Most of them will be. We have a couple of middle schools.

Chairman WYDEN. I was going to ask that. My sense is, and my staff went out and about with some of the folks from the Education Department, labor Department yesterday, that we ought to be looking more in the middle schools. Is that something you open to do as part of your long-term strategy and this kind of game plan approach?

Ms. ACORD. Sure. In fact, we do even now have programs, not only middle school but also elementary school. We didn't have time to bring panels from all of them, but I was with some of the staff yesterday and we visited a middle school program that I know you're going to hear more about, applied learning program where a teacher has partnered with a number of community members and truly takes students out of the walls of the school.

We also have a leverage grant for a program at one elementary school that affects 500 fifth graders. The grant covers taking those students out for a 1 week field experience at the Air Guard base. What we have done then and were able to do this year, but we don't have the funds to do next year, is to train 17 elementary school teachers, science teachers, to take that experience and leverage it back into the classroom so that they have a whole year of curriculum that ties into that.

Chairman WYDEN. For the young people, I had a briefing on the tour yesterday. It seems to me what would happen is the young people would have an opportunity to sample more different opportunities if you started in middle school. Is that the logic of it?

Ms. ACORD. Right.

Chairman WYDEN. Is this another area, though, where Oregon is really out in front of the country, that we've begun to do some work in the middle schools? It doesn't sound like lots of other places are close.

Ms. ACORD. I think we're just in the sampling that we did this year, looking around the State and across the country, that Oregon is ahead in that area. We're not the only ones, though, by any means.

Chairman WYDEN. I asked some of these questions as we went, if you can see—I think these communications things are of enormous benefit. The other thing that you're doing in terms of the careers and communications, you're focusing on something that brings Oregonians together. This concern we've got about how urban and rural areas and things like natural resources are now getting polarized in many respects tends to evaporate when where you live and work doesn't matter so much as a result of telecommunications. Like health care, this has got great growth opportunities.

Good work, and we'll be anxious to follow up with you in the days ahead. We'll excuse you at this time. Thank you.

Now from the U.S. Department of Education, Carla Nuxoll, and from the U.S. Department of Labor, Mike Brauser.

[Gap in tape.]

TESTIMONY OF CARLA NUXOLL, U.S. DEPARTMENT OF EDUCATION

Ms. NUXOLL. [in progress]—and it alarmed me. I haven't seen that before. I think that's one of the parts of being a teacher in a classroom, when you're with students all the time, the gradual changes in your students, you don't notice that unless you've had a chance to get out and see something else.

I think that the School to Work Opportunities Act is going to provide some of the seed money, some of the support and resources to make school more real for the students and to plug the entire education system into the community in a way that it has never been done before.

One of the major challenges I think we have in this legislation is its vision, and that is that every student has a school to work opportunity at some point in their careers, and not just a select few. As it currently stands, if you're in a vocational program and have connection to the school to work programs, but even the academically oriented students, the ones who already plan to go on to college, need to have a connection to the work place because they can't figure out how what they're learning is directly applicable to the career that they're going to have at a later time.

So I think that's one of our big challenges, and that seed money makes it so important on the local level.

The other point I wanted to make is that what we're trying to create, and Mike and I, sitting here before you, would be an example of this. We want to show that the bureaucracy of the Federal Government, two of the big departments can cooperate and work together to create a system of school to work, not a hodge podge of programs, which we kind of have now. They're good programs and I saw some of them yesterday, but still it's a smattering.

What we need to create is a system so that every kid has access and every kid understands that it's there and the expectations they have for their future.

Now, I just want to say, Congressman, I hope you have the opportunity to have the same kind of wonderful field trip that I had yesterday with your staff person to some of the spectacular examples of programs in this area. We were commenting on middle school, starting young. I saw that yesterday and I just want to congratulate the program from George Middle School.

A small group of students brought three strange adults on a field trip. It was the kids giving us the field trip. They took us down and pointed out to us—gave us an environmental lesson that demonstrated a very sophisticated understanding of causes and effects of pollution. They described their undertaking with such passion and such poise and such involvement. It was a wonderful experience.

They would point out the bus windows and say, this is what this plant is. There are these animals that live in this area. They were

spectacular. I think it is the contact that they have with hands-on learning, experiential learning, applying their knowledge at a young age that turned them on to careers that they hadn't even considered. It was a wonderful experience.

I also had the opportunity to participate a little bit in one of the Cellular One marketing presentations. Again, the point I'd like to make, as wonderful as that program is, just a few students are able to access it, so it is our hope that this experience that we have, this School to Work Opportunities Act will create the foundation for every student to have this opportunity.

I just wanted to finish on that one point.

Chairman WYDEN. Just on that one point. How many more students, based on your estimation, could programs around the country include if School to Work passed in its present form? How many more students? The point you're making is an excellent one, and that is that we're not touching close to the number we need. How many more students could get into these programs, based on your Department's estimate?

Ms. NUXOLL. Well, I'm not sure how many in Department estimates at this point, but I do know that just as a typical example, in the program that I saw here in Portland Grant High School, 400 out of 1,700 students were involved in at least this institute for mathematics and science, so we're not touching even a portion.

Chairman WYDEN. I understand that, and I think it's a valid point, but if Congress is going to offer us $300 million, members are going to ask, how many more students are we going to be able to see served.

Ms. NUXOLL. Well, again, it goes back to the system that is trying to be created here. If the vision of the legislation is that every State will start developing a program to this effect, and the money from the Department of Education and Labor authorized by Congress will provide the seed money to start sending out the networks to make that possible, and until that gets up and running, it's kind of hard to estimate how many students that would be.

Maybe Mike has a better sense.

Mr. BRAUSER. Thank you. I do not have a numerical sense, but I think at least the concept is, the systemic concept is that this would be an opportunity to change the basic nature of the relationship to school and schools to work, and that in essence all students would be affected in one way or another. In fact, even those who are college bound, because they will participate as well in the increased career awareness, career opportunity——

Chairman WYDEN. Your sense would be for the $300 million you could change the system sufficiently so that all young people could be incorporated into something like this?

Ms. NUXOLL. It would be a good start, but I think that this is going to require a great deal of effort on the part of the entire system. When you think about how many people are involved in any one system to create a change, it's not something that's going to happen overnight. Each State gets a developmental grant, and Oregon received, I believe $240,000 to begin some of the planning, and they have recently submitted a grant to be one of the States that would be selected in this first round of grants to all of the States.

For that they have requested $9 million for the next 3 years, with a declining amount after that, to make sure that the programs in Oregon get off to a good start. So, they are one State wanting that much money. Other States across the Nation are equally interested.

Oregon of course has a strong history of developing these programs now, and of course that should give them a good shot at getting some of that funding.

Chairman WYDEN. You couldn't be more positive.

Ms. NUXOLL. I wish I could, but I don't want to overstate anything. You have to pass it first.

Chairman WYDEN. Mr. Brauser, I interrupted you. Please proceed with your testimony.

TESTIMONY OF MIKE BRAUSER, U.S. DEPARTMENT OF LABOR

Mr. BRAUSER. Thank you very much, and thank you for inviting me. Carla touched on a few of the things, but I'd like to perhaps take a little view of the Federal role in all of this and how we might be participating in State and local entities. The idea here is that this is venture capital from the Federal Government to State and local creativity in establishing these new systems. They have to be their systems, their partnerships, their State programs. They have to design it. We have to stay out of the way, by and large, trying, though, to limit our role to the establishment of broad national criteria, a framework within the States to create these systems and some, as they say, venture capital funding.

Essentially I could capsulize the Federal role as to invest in State and local initiatives to provide seed capital, to help States and localities learn from each other and from the experience of international competitors, to build a knowledge base, effective school to work models, including strategies that meet the needs of disadvantaged youth and can be implemented successfully in poor communities.

I guess I'd just like to make a comment there. One of the notions is that we would like to see systems built for all students, including those that dropped out. We'd really like to see local partnerships design and build local mechanisms for dropout recovery and to provide opportunities for those who have left school early to get back into some of the benefits that a system that has much more of a work-based orientation might offer to people who for some reason have lost a reason to be in school.

Last, to create a national framework through common core criteria and national standards. So, essentially other than funding and technical assistance, the Federal role is to lay out several common features and core components. These would be essentially the integration of work-based and school-based learning. I heard ample examples of that sort of thing this morning.

The integration of occupational academic learning. The linking of secondary and post-secondary education, and that these features be organized through three components of the program: Work-based learning, school-based learning, and connecting activities. Just to reflect for a minute, many of the comments that I heard this morning from the local people who said we could really use someone to help us develop curriculum, who could really help us coordinate the

business people. We would really be helped by someone to work with mentors.

These are the sorts of things that are envisioned in the connecting activities, helping to build the system, do training for teachers, counselors, mentors, help develop curriculum in the workplace, help bring workplace curriculum into the classroom.

So I think it's very positive that what we are hearing is the sort of thing that is envisioned as certainly supported under the opportunities initiative.

Just a couple of other points I'd like to touch on. One, I think we're generally aware of what's going on grant-wise. All States have been funded for planning grants, called development grants, which are to last for 9 months. They can be extended longer if States require that.

We are currently in the screening selection process for the award of the first round of State implementation grants. Four to eight grants will be awarded this year, and then over the subsequent 3 years all States will have an opportunity to be funded for implementation grants.

The review will probably begin very soon, perhaps right now, but it's going to include participation of peer reviewers around the country, and by that we mean educators, business people, business organizations, and other important State people who know something about this process, what makes up a good program.

There will also be site visits to the best applications and that will be part of the selection process. It's expected that awards will be made around July 1st, so they don't have very long to wait.

States will also be approved. Plans will have the opportunity to propose waivers from current legislation, which is very closely connected. That would be the Job Training Partnership Act and the Carl Perkins Act. It's hoped that waivers would be used as an additional resource to assist in starting implementation.

Certainly I know the departments are going to come into this with a very open attitude. We want to make school to work happen. We want to make it successful, and if current programs are impeding that, very serious consideration will be given to waive this criterion, rules, whatever that might be.

We're also now right in the middle of the open and competitive process for local partnership grants. The Federal Register announced on March 9th, and it stays open for application until May 9th. It is anticipated that 50 to 25 local partnership grants will be funded this year and there's approximately $10 to $12 million available to fund those grants. It's also expected that selection will be made in July.

I'd like to touch on just one final thing. As you yourself mentioned, the Departments of Labor and Education are jointly administering the School to Work Opportunities Initiative, and organization arrangements for joint administration nationally are being developed and considered right now.

At the regional level, our Departments have formed a school to work team, which has begun working with a variety of Federal, State and local stakeholders here in Region X, the States of Oregon, Washington, Idaho, and Alaska. Of course there are many important stakeholders. First and foremost I guess, business, edu-

cation and labor organizations, but parents, teachers, community-based organizations, apprenticeship agencies, private industry councils under JTPA, vocational education agencies, and a host of others, really have a stake in this.

Our regional school to work team is promoting awareness of the initiative in a variety of forms, and trying to open up the dialogue among all stakeholders so these interests and issues can be understood and acted upon as the initiative is developed.

A team is also working closely with each State's school to work coordinator and council, if they have chosen to establish a council, to develop complementary plans and activities. We really want to work together and extend our partnership out to the State, school to work apparatus, share information and models of best practices, and provide technical assistance.

I think Carla said it very well. The essence of this, I think, is the strength of partnerships, local partnerships probably first and foremost, but partnerships at all levels and we at the Federal level are trying to do our part as well and we think we are providing an example of a new partnership. We certainly look forward to working with all parties in Region X to further this initiative for the benefit of the youth served.

Chairman WYDEN. Thank you. The people who were here recently read an editorial that hits on something that's been a concern for a long time, and that is that some of the criticism of school to work is that it's too driven by educators. In Europe they made a real example of trying to get these school to work efforts driven by industry, industry and labor.

What new efforts have your two departments made to try to involve business people and labor folks so that this new initiative—and what's going on is unprecedented. Even in the time I've been in Congress, you didn't see people like Dick Riley and Bob Reisch doing all this plotting and scheming to work out these kinds of programs. It was just a turf battle between Department of Education and Labor.

So I think there's been a lot of progress made in cooperation. But I would like to hear what the departments are doing, either separately or jointly, to get more industry and labor involvement in the school to work area so it doesn't come up and get some of these criticisms that past efforts have gotten, that it's all just kind of driven by educators.

Ms. NUXOLL. There are two points that I'd like to make on that. First of all, on the national level and also at the regional level, we have contact with many of the organizations that Mike just mentioned. For example, National Association of Business, the National Education Association. Various national groups, making presentations to them and engaging their support and cooperation in this effort. If that's done at the national level then the next step is to do it at the regional and State levels, where the same groupings of people, to develop their interest in the local programs and State programs that are going on in the immediate area.

So it's happening at both levels, contact with the major organizations that deal with issues such as school to work. Part of it is that educators and business people need to be able to talk to each other, and right now there aren't very many forums to make that pos-

sible. Some of the things that we can do would be to facilitate the meetings and the groupings of these people in situations where they can have conversations that are nonthreatening, and so that they can start translating across vocabulary so they can begin to understand each other's points of view.

That's an important step that needs to be done for—schools feel comfortable having businesses in schools and businesses feel comfortable connecting up with schools. So, that's one point.

The other is, I just comment that the European system is so vastly different from the American educational system, and the employers acknowledge that their role is different. I just want to point out an article that was in the most recent Education Week. It's called America's School to Work Transition: The case of the missing social partners. To date, business folks have perhaps not considered that they were either invited or that they had any role in this particular function in the preparation of young people, whereas European business people and industries have always known, accepted and demanded that role.

So one of our major hurdles that we have is to open the door and to talk to each other. So, that's what our department is to try to do, to find the people who we know and get them to talk to each other, both on the national level, State and regional levels.

Chairman WYDEN. Want to add to that?

Mr. BRAUSER. Just a couple of points. One on our regional school to work team is the Bureau of Apprenticeship Training is represented, and of course they have a very long and deep connection with the business community and organized labor, so they're adding some perspective in opening up some additional forums that Carla mentioned.

We're also working with the National Alliance of Businessmen nationally as far as business, and they are stimulating a number of forums and opportunities, once again, to exchange information, have dialogues, get issues out on the table. I do agree with Carla that I think we can certainly promote awareness, we can help bring partners to the table, we can certainly get the dialogue going. The interesting thing that I heard this morning, based on a couple of your questions were that the employers said that one of the reasons they bought into it had to do with after they tried it and sampled it, they saw they got some benefit.

So one, we need to find ways to get more of them to try it a little bit, and they'll probably like it, and then to tell others about that and to spread that. So, whatever way we can find to do that.

Chairman WYDEN. I'm pleased that you're also talking about doing this in a way that really isn't a garden variety sort where business reacts to something government has already thought up and government is basically more selling it rather than having an open discussion where they can be involved in designing it. I think you're talking about that sort of approach.

That's welcome because I know when I talk to a lot of business people, they very often—they're brought in at the last end of governmental policy, when Government's basically already thought it out, put it all together, and is more coming out to just tell it to them.

I was real pleased with what you said, Ms. Nuxoll, when you said Oregon is in a good position in terms of being able to get funds, so probably I ought to quit while I'm ahead, but since you two were out on the tours yesterday, you probably have some thoughts about what our State could be working on in this area. I'd be interested in knowing your thoughts based on the tour, what things Oregon had thought of.

Ms. NUXOLL. I think Oregon has made a commitment a long time ago with their Education Act for the 21st Century. I can't remember its exact title but they're already beginning to put in place the academic and occupational standards, had thought about that years ago, had already made a commitment to it, have been putting money toward it already, progress that's made in the programs that I saw. It seems to me that they're already well under way on some of these activities.

Now the only thing that all of these things lack is the connection as a system. I mean, still it only relates to a few students, not all yet. It's kind of a hodge podge of programs, and it's the statewide coordination and its connection with education reform in a larger sense that yet needs to be developed.

Of course, there are many States that haven't even considered this as an idea yet, although from what I've seen by my travels around, they're getting the idea and some of them are moving rapidly forward, such as the neighboring State of Washington.

When I say that it's in a good position, that's relative to what I've seen and I certainly wouldn't want to overstate any extra leg up, but there are certainly impressive examples there.

Chairman WYDEN. Mr. Brauser, anything else?

Mr. BRAUSER. I was unfortunately unable to make the tour but I took a few notes of people who spoke this morning and I'd just like to reflect on those for a minute. I heard some really good stuff that fits in nicely with the whole notion of where school work is going.

The career awareness and guidance effort that's going on, and the efforts to move it down to lower and lower grades. The great interest, the recognition of essential business involvement. If you can't get business involved, it's never going to flower and grow. I heard several people talk about how important it was and how much they're doing and expanding that.

The integrating of academic and occupational materials into the classroom, once again one of the key features of school to work and I heard several teachers talk about what they had done based on their experiences. The importance, the recognition and importance of the connecting activities, providing support for teachers and counselors, training in curriculum development, working with employers, things that probably are hard to squeeze out of budgets because they aren't direct on teaching and so on, but certainly critical to step out and make that commitment. Those are all very positive.

The two items that Carla had mentioned, in fact, were the two that I had checked here. It's clear that there is a notion of the need to build a system. It's clearly on their minds and they are pointing toward it. It probably has some ways to go yet but I imagine no place is farther along.

The whole notion of a system for all students. As I mentioned earlier, I'd really like to hear some strategies and approaches on serving drop-outs, disadvantaged and poor students, those with special needs to assure that they have equity in the opportunities provided.

Chairman WYDEN. So that would be an area you'd like to see a State like Oregon focus on, drop-outs, the population you just described.

Mr. BRAUSER. I think it's a very important area and one that's real tough. I deal with the JTPA Program day in and day out, and of course serving drop-outs is one of the primary target groups. We know how hard it is and we haven't been totally successful in that. We need new approaches and different ways of doing it and I think school to work has some of that, that work-based component, finding connection for kids and helping them get experience. Maybe that's what's needed to get them back into the education system and get through to that skills certificate.

Chairman WYDEN. July 1 is the date for the first wave to get approved? All right.

Ms. NUXOLL. Just one comment from my travels yesterday. We talked to some of the employers involved in the Cellular One Program and also the Good Samaritan Program. Both of them mentioned that the unexpected benefits to their own employees, that the employees now took a new sense of pride in their work, showing it to young people, is a benefit that they hadn't expected.

The other new twist that I got was very interesting was that some employers are now including community service in performance review expectations, and pointing them off toward the schools. So, I think more activities in that way where businesses talk to each other about ways that they can support the school to work transitions and the benefits that they have seen to themselves, not just out of the good will of helping schools succeed, but what good can come now in their businesses will be something that will be very important to make a business a success.

Schools can't go out and do this on their own. Leaders in the business community that we've just heard today have to get on the bandwagon and drum up their partners to do it as well.

Chairman WYDEN. That's a good way to finish. Three hours or so ago I said, when you ask families what they want out of schools and——

[Gap in tape.]

[continuing]. so we thank you for it, and unless you all have anything to add further, we'll adjourn.

[Whereupon, the subcommittee was adjourned, subject to the call of the chair.]

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